

Utah CCGP Guidance Activities Action Plan
Large Group, 2006-2007
Cache High School, Cache County School District
—Submitted by Jaynan Chancellor, Counselor

ABSTRACT

Cache High School serves alternative students from Cache County School District. Many of our students are identity diffused and give little or no thought to the future. These students tend to be discouraged learners and have low levels of motivation. For this Guidance Activity, I had hoped to give seniors personal data that could encourage them to seek the post high school education they will need to be productive and happy global citizens.

I had hoped that the focus on self-generated empirical personal information would contribute to student motivation and interest in future education. Perhaps it could. After reviewing my results I can see several ways in which I can improve this activity, and see if knowledge of Holland Code strengths does or does not help alternative students focus on future educational plans.

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Target Group

Senior Class

Basis for Target Group Selection

Cache High School is an Alternative High School. Students who attend Cache High are at risk of not graduating. Furthermore, they are at risk of not continuing on to a meaningful, fulfilling career.

The second sentence in the Cache High mission statement reads: Our school community encourages success, responsibility, life-long learning, and service, as a progressive part of the global community.

The counseling department can support the mission of Cache High by taking the Choices Interest Inventory, to offer concrete ideas about what kind of career they might want to pursue after high school. We hope that the results of this measure will help students commit to life-long learning, in particular. We hope to encourage students to learn to enjoy the process of learning so that they will, indeed, become “a progressive part of the global community.”

Guidance Lesson Content

Web-based Choices program

CCGP Student Outcome/Desired Result for Student Learning

Students will know and remember the two highest Holland Code measures/strengths of their personal Choices Interest Inventory for consideration as they consider future education and careers. Students will not necessarily agree. The Holland Codes sometimes are useful to help students define their interests because the Holland Code says they are interested in something they find very distasteful.

Curriculum/Materials

Choices Program

Start/End Date

February 2007 through May 2007

Number of Students Impacted (projected)

The entire Senior Class – about 40 students

Presentation Model

Each second hour class will spend an hour in the computer lab taking the Choices Interest Inventory. Upon completion they will discuss results with the person administering the measure before returning to class.

Evaluation Method

Students will be given a survey with their SEOP at the end of the year. On the survey, a true/false question states: I know what I am good at, and what I might decide to do for a living. T F

When students answer “false” to that question, we check the Choices results in the SEOP file, and have a discussion with the student hoping to offer direction.

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Curriculum/Materials
Choices Program

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Perception Data
Each second hour class spent an hour in the computer lab taking the Choices Interest Inventory. Upon completion they discussed results with the person administering the measure before returning to class.

Results Data

Several things made it impossible to follow-up as I had hoped. First of all, things got too busy and I was late in giving surveys. I ended up surveying next year's seniors instead. (The Career Center Aid did give final SEOP's.)

Next, there were many occasions that we discussed outcomes of the Interest Inventory in SEOP's and credit up-date meetings, but I did not document them in relation to whether or not students remembered their Holland Code strengths.

Lastly, I wonder if this idea is flawed. I did not work to help students retain their Holland Code results. Maybe that is important to helping to motivate future planning in students, however, perhaps, if a student is really interested in something, they will remember without reminders.

Closing the GAP
Small Group Intervention
Cache High School 2006-2007

Submitted by Jaynan Chancellor, Counselor

ABSTRACT

Nationwide, the graduation rate for Native Americans is low. Cache County School District and Cache High have offered education to Native Americans throughout the years, and we commonly experience low motivation levels and low levels of high school completion, let alone the desire and where with all to continue education. Sadly, it is all too common for Native American students as well as many minority student these students to remain with a high school education and to be unmotivated to continue education beyond high school. As a result, this dynamic contributes to the cycle of poverty that we see in minority (and Native American) populations.

Cache High had two Native Americans last year, a senior and a sophomore. The senior seemed to have a higher level of motivation than the majority of our students. I decided to work to encourage this motivation, building upon her personal momentum, hoping to build upon the hope of the sophomore and other Native Americans and minority group students.

As is mentioned in this review, there are so many other conditions, that it is impossible to say that this intervention, alone, created this very positive the outcome. It is more probably that it contributed, but she would have probably been successful without this intervention.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Cache High School
Cache County School District

Submitted by Jaynan Chancellor, Counselor

Intended Student Behavior

Hopefully this student will have a commitment to continued education after graduations requirements have been met.

Identify the Utah CGP Student Outcome or the Desired Result of Student Learning
Students will understand the need for post high school education.

Guidance Activities or Interventions

Take Native American Jrs. and Srs. to college/university sponsored workshops.

Resources/Staff Development, if needed

I utilized the help of the Cache High Career Center Aide to help students access the Native American certificate.

Evaluation Method (How will you measure results ?

I will measure results by graduation rates, classes taken and self-report.

Start/End Date

January 2007 through June 2007

Projected number of students Impacted

One

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Cache High School
Cache County School District

Submitted by Jaynan Chancellor, Counselor

Target Group

Native American Seniors

Curriculum and Materials

I utilized the help of the Cache High Career Center Aide to help students access the Native American certificate. No materials were utilized.

Start/End Date

January 2007 through June 2007

Perception Data

I measured results by graduation rates, classes taken and self-report. When this student completed graduation requirements, she continued to attend classes at the local Applied Technology Center. She graduated from high school and reports that she plans on attending college. She also received a \$ 1,000 a year renewable scholarship from a local donor.

Results Data

Cache High had two Native Americans last year, a senior and a sophomore. The senior seemed to have a higher level of motivation than the majority of our students. I decided to work to encourage this motivation, building upon her personal momentum, hoping to build upon the hope of the sophomore and other Native Americans and minority group students.

As is mentioned in this review, there are so many other conditions, that it is impossible to say that this intervention, alone, created this very positive the outcome. It is more probable that it contributed, but she would have probably been successful without this intervention.

Projected number of students Impacted

One

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Mountain Crest High School_____ District: Cache_____

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Kris Hart	Student Body	<p>Suicide Prevention in all Drivers Education classes</p> <p>Recognizing the signs of depression lunch room table flyers</p> <p>Self Harm prevention flyers and info handed out to students during lunch, and in targeted classes</p> <p>Helping others in crisis posters and flyers placed on lunch room tables</p> <p>Parent resource materials given out during Parent/ Teacher</p>	Jan 2007-April 2007	1300	One suicide, many suicide attempts, cutting numbers remain high, increased demands from parents expecting the schools interventions with students at-risk.	Increased number of referrals to the counseling office and increased parent contact regarding our concern for their child, increased parent use of outside agency support (therapists, mental health professionals)	To teach, identify, involve parents, provide info for outside resources, follow up next year with a similar campaign

		conferences, sent home in the counseling news letters and the PTA newsletter					
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____Bob Henke (vice principle)
Principal's Signature

6/07/07
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Mountain Crest High School

Target Group: Entire Student Body

Target Group selection is based upon: recent suicide, increased parent concern and expectations regarding mental health issues and the counseling office.

Abstract: Due to a recent suicide, increased attempts , the number of self harm incidents, and an increase of parent expectations upon the school we started a campaign of information to empower students and parents on identifying students at-risk, how to support them and to seek help for these students. Curriculum was presented in all Drivers Education classes, flyers were placed on the lunch room tables with info on signs of depression, loss, and how to help one 's self or others. The tri-fold flyers were changed each week with new info. We also increased our efforts with parents on how to seek help for their child through news letters, and individual conferences. We found an increase of referrals from students regarding concerns for friends at-risk and an increased involvement of parents and their seeking community help.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: ____Mountain Crest High School__ District: Cache ____

Target Group:

Low income families/ students_____

Target Group selection is based on the following data/information/school improvement goal: Free and reduced lunch and participation in the GEAR UP program_____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
1. increased academic performance 2. increased post high school placement 3. increased funding for post high school placement	1. serving all students 2. next step planning, SEOP, and post high planning	1. mentors provided for all minority students and GEAR UP members 2. field trips to Utah State University 3. after school tutoring, mentoring, and diversity club	1. USU mentor/tutors provided 2. facility, materials, funding for field trips 3. scholarships/funding sources for post high placement	1. graduation rate 2. mentor 's contacts with all minority students 3. post high placement and funding	Aug 2006- May 2007	70

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_Bob Henke (vice principle) _____

Principal's Signature

6/07/07_____

Date

Date of Staff Presentation

Kris Hart_____

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Mountain Crest High School

Target Group: Low income students

Target Group Selection: Free and reduced lunch, GEAR UP members

Abstract: The goal was to not only increase academic success and graduation numbers among our low income and minority students, but to increase post high options and opportunities to pay for the options. All minority and GEAR UP (low income) students were provided with a mentor/ tutor. Several field trips were offered to Utah State University. Connections were made through the university and other agencies that helped finance the majority of students in the program.



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Sky View High School

Target Group: All 10th Grade Students

Target Group selection is based upon: Better preparing students for SEOP's

ABSTRACT

In an effort to improve the quality of SEOP's and help students to be aware of the resources that are available to help them set and achieve academic and career goals. All 10th grade students will attend a two day workshop in the career center learning to navigate Echoices and set up a portfolio that they can use in the future.

PROJECT DESCRIPTION

Introduction (the Why)

- Career Exploration

Participants (the Who)

- 483 10th grade students

Method

- Echoices Program
- Choices Worksheet
- 11/06-1/07
- 10th grade English classes
- Evaluation Methods- The program will be evaluated by the number of profiles created in Echoices and the number of interest inventories filed in SEOP folders
- The workshops will be taught by the career center coordinator and Intern counseling students.

RESULTS

446 of the 483 10th grade students had an interest inventory filed in their SEOP folders

DISCUSSION

Some of the best information we had was the feeling of the counselors during SEOP's, that, if a student was struggling to decide on a career path or academic path there was information in the folder to help the counselor have an effective SEOP. It was also helpful that students were aware of how to access the program and could show their parents at home.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Sky View High School

Target Group: At risk incoming Sophomores

Target Group selection is based upon: School improvement plans to improve attendance and graduation rates of all students.

ABSTRACT

At the beginning of each school year we identify 70-80 students that have struggled academically, behaviorally and with their attendance. Each member of the Student Assistance Team (SAT) is assigned 10 students to track throughout the year. Parents and students are contacted prior to the start of the school year by the SAT member. Students are met with as needed to discuss attendance and academic issues to help improve overall school performance.

PROJECT DESCRIPTION

Introduction

- All students will become lifelong learners
- Improve attendance/Improve academic performance towards graduation

Participants

- 73 Students
- At Risk 10th graders

Method

- Parent contact before school starts, weekly visits with students, reminders to parents about Parent/Teacher conference
- 8/06-5/07
- The starting data will be the attendance percentage and the number of classes passes during the 9th grade. This will be compared to attendance percentage and the number of classes passed during the 10th grade year.
- All members of the Student Assistance Team will track approximately 10 students.

RESULTS

The average attendance percentage during the 9th grade year was 78%

The average attendance percentage during the 10th grade year was 84%

The average number of classes passed during the 9th grade year was 68%

The average number of classes passed during the 10th grade year was 72%

DISCUSSION

We did not see as much improvement as we had hoped to see this year. This was also an interesting year as 48% of the students that started in the program moved away or transferred to the alternative high school in our district. This high rate of attrition may also affect our data.